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ABSTRACT

This 1990 survey on American Indian education was conducted among 511 Native American tribal leaders, 227 (44.4%) of whom responded. The study found that 92% of Indian children attend state public schools. Fewer than 10% of Indian children attend Bureau of Indian Affairs Schools or tribally-operated schools. Only 52% of Indian students graduate from high school. Of those, 25% or fewer enroll in two- or four-year colleges, according to 62% of the respondents. About 64% of tribal leaders indicated that 10% or fewer of their tribal members who enroll in college earn a degree. In 48% of all schools, there are no Indian teachers. Over half (55%) of the schools Indians attend have Indians represented on their school boards. Head Start, Title 5 (Indian Education Act), and Johnson O'Malley are federal programs open to Indians. In 70% of the schools that Indian students attend, Native languages are not taught. Just under half (48%) offer courses in Indian history and culture. Priority educational needs were identified as literacy education, vocational education, and securing tribal educators. Principal obstacles include lack of funding and facilities, no incentives, and lack of family support. The studies concludes that federal funding for Indian education be increased, that dropout prevention and literacy education become priorities, and that colleges and universities develop academic support programs for Indian students. Indian teacher training, tribal input to educational reform, and teaching native languages, history, and culture are also emphasized. Survey questions and the response percentages are attached. (TES)

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Indian Education from the Tribal Perspective: A Survey of American Indian Tribal Leaders

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January 15, 1991 (revised)

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The impetus to undertake this study of Indian education, as viewed by tribal leadership, grew out of my earlier study of the Native American Experience in Higher Education. Findings from that study and the paucity of concrete information on Indian educational experience at the elementary and secondary level led me to undertake this research project.

In March of 1990, 511 questionnaires were sent to Native American tribal leaders (see Appendix A). As of December 1990, 227 valid responses were received, a 44.4% response ratio. An itemized tabulation of all the questionnaire responses is included in Appendix B. The results of this study will be shared with tribal leaders, educational institutions and federal and state agencies involved in Native American education.

A major finding of this study is that ***92% of all American Indians attend state public schools***. The remaining 8% of students attend Bureau of Indian Affairs Schools or tribally run or contracted schools. Any effort at reform or redirection of Indian education will have to recognize the fact that most Indian students attend state schools, not federally-run schools. And in most instances, Indian children attend schools which are underfunded, controlled by non-Indians, staffed predominately by Anglo teachers and evidence little Native American content in the curriculum. For many American Indians the "Indian Control of Indian Education" theme which began in the 1970s is still an unfulfilled dream.

Retention, Matriculation and College Attendance

Only 52% of Indian students who enter high school graduate. This figure has remained relatively constant over the past five years. Indian student retention remains as one of the most vexing problems in Indian education. Tribal leaders listed "lack of motivation and no incentives" (24%) as a primary obstacle to the academic achievement of Indian students. On a more positive note, more than 1/3 (36.8%) of the respondents reported that more than 75% of their children completed high school. It is to this group we must look to seek answers to improve Indian student high school graduation rates.

Sixty-two percent of all the respondents to the survey reported that 25% or less of graduating seniors enrolled in two- or four-year colleges. Eighty-eight percent of the tribes responding reported that 10 or less students in the most recent graduating class were going on to two or four year colleges. Of those who go on to college, only 9% of the responding tribes report that 50% or more students earn a degree. Sixty-four percent of the respondents indicated that 10% or less of their tribal members who enroll in college earn a degree. High school and college dropout is a major problem in Indian Education.

Those colleges which have higher retention rates for Indian students have undertaken a proactive approach to Indian student attrition: pre-college programs, structured tutoring sessions, presence of Indian counselors and close contact with the students. Since the Indian dropout rate during the first year of college approaches 50%, it is critical that academic and personal support systems be instituted prior to the arrival of Indian students.

The School Environment

In 48% of all the schools Indian children attend, there are no Indian teachers. Sixty-six percent of the schools which Indian students attend have ten or less Indian teachers. The education of a cadre of Indian teachers to staff schools which Indian children attend will not be achieved quickly. This should be a matter of high priority in any blueprint for Indian educational reform. In the meantime state and federal schools should develop pre-service and in-service orientation programs for teachers and administrators who will be working with Indian students. Special certification programs need to be developed to bring Indian language and cultural specialists into the schools.

Over two-thirds (70%) of Indian children attended schools where the native language is not offered. Less than half of the schools serving Indian students (48%) do not offer classes in Indian culture and history. Until such time as educational specialists in native language and culture/history can be graduated, it is essential that tribal elders and native speakers be brought into the schools to fill this very important void in Indian education. Seventy-four percent of the tribes report that 25%

or less of tribal members speak the native language. Only 12% of the respondents report that 75% or more of the tribal members speak the native language. The retention of native languages is also a *significant* problem for Indian education and for tribal cultural identity.

Increasingly, Indians are serving on school boards. Fifty-five percent of the survey respondents indicated that tribal members were represented on the school board where their children attend. Yet they continue to be in the minority (34%) on the school boards even though the majority of the chidlren in the school may be Indian. This is both a political and legal problem which must be resolved before Indian communities can exercise some degree of local control over education of their children. Even where there is the opportunity to elect Indian school board members, many Indian people do not exercise their franchise out of habit, fear or ignorance.

Tribal Leaders' Goals for Education

Tribal leaders list literacy education, vocational education, securing tribal educators and acquiring skills in tribal management and administration as priority educational needs. This presents a major challenge to secondary and postsecondary education. Half of the respondents indicated that a two- or four-year college was within 50 miles of their reservation, and 63% indicated that colleges offer extension courses on or near their reserves. Both federal and state entitlement programs should be expanded to enable colleges and universities to better serve the educational needs of Indian communities. The positive experiences which colleges have had in providing "store front education" in center cities for low income people should be an incentive to serve rural Indian populations. The role of the 24 Indian-controlled colleges in serving tribal educational needs is a concrete example of what postsecondary education can do for Indian communities.

This survey confirms the high priority which tribal leaders place on education. They have indicated by their responses what they view as the principal obstacles to and motivators for educational achievement. In formulating an educational design for Indian education, it is essential to consult with tribal leaders to ascertain their views on what should be the direction.

Unfortunately, this has been done only rarely in the past. The task will not be lightened by the fact that the vast majority of Indian children attend state primary and secondary schools and such matters as certification, curricula and pedagogy fall under the authority of state departments of education. There are significant numbers of Indian children in about 36 states. Without federal leadershp, direction and incentives, the states will not embark upon programs to reform Indian education.

I have summarized the major findings of this survey and they follow. Succeeding this summary I have included a list of recommendations which I believe are consistent with the summary findings and the survey responses of tribal leaders.

Tribal Survey

Summary of Findings:

1. Contrary to general belief, most Indian children (92%) attend state public schools. Less than 10% of Indian children attend Bureau of Indian Affairs Schools or tribally-run or contracted schools. Any significant improvement in Indian education will have to focus on instituting reforms in state public school curricula and funding. (question #4)

2. Only 52% of Indian students who enter high school graduate. This figure has remained relatively constant over the past five years (51%). (question #5a,b)

3. Sixty-two percent of all the respondents to the survey reported that 25% or less of graduating seniors enrolled in two- or four-year colleges. Eighty-eight percent of the tribes responding reported that 10 or less students in the most recent graduating class were going on to two- or four-year colleges. Of those who go on to college, only 9% of the responding tribes report that 50% or more students earn a degree. Sixty-four percent of the respondents indicated that 10% or less of their tribal members who enroll in college earn a degree. Dropping out of high school and college is a major problem in Indian education. (question #6a,b,c)

4. In 48% of all the schools Indian children attend, there are no Indian teachers. Sixty-six percent of the schools which Indian students attend have 10 or fewer Indian teachers. (question #7)

5. Over half (55%) of the schools Indian students attend have Indians represented on the school board or supervisory board of the school. Sixty-six percent of those responding indicate that Indians are not in the majority on the school board. Twenty-two percent of the respondents report 1-3 Indian board members, while 19% report 4-6 Indian board members. (question #8a,b,c)

6. Approximately half of the Indian tribes have a separate education office staffed by a full-time director. And 94% of the education offices provide college counseling and guidance services. (question #9a,b)

7. Head Start (60%), Title V (Indian Education Act) (67%), and the Johnson O'Malley (85%) are the federal support programs most available to Indian students. (question #10)

8. In 70% of the schools Indian students attend, the native language of the tribe is not taught. In schools where the native language is taught, 72% involve all the children. Ninety-one percent of the schools where the language is taught begin the language before grade 4. (question #11, 11a,b)

9. Just under half (48%) of the schools Indian children attend offer courses in Indian history and culture. However, 70% of the responses indicate that the number of courses offered is *two* or less. All children take courses in Indian history and culture in 71% of the schools where they are offered. (question #12a,b,c)

10. Seventy-four percent of the tribes report that 25% or fewer of tribal members speak the native language. Only 12% of the respondents report that 75% or more of the tribal members speak the native language. The retention of native languages is also a significant problem for Indian education and for tribal cultural identity. (question #13)

11. Half of the Indian tribes report that two- and four-year colleges are within 50 miles of the reservation. Sixty-three percent of the tribes responding indicate that two- and four-year colleges offer extension courses on or near their reserves. (question #14, 15)

12. The priority educational needs of Indian tribes, as identified by tribal respondents, are: (question #16 a,c,d,e)

    a. Literacy education and high school equivalency - 30%
    b. Vocational education - 23%
    c. Securing tribal educators (teachers, counselors, administrators) - 21%
    d. Acquiring skills in tribal management and administration - 17%

13. Eighty-two percent of all responding tribes placed ***education*** as either the ***highest*** or ***among the highest*** tribal objectives. Only 7% of the respondents indicated that education was not a high tribal objective. (question #17)

14. Respondents identified principal obstacles to educational achievement of Indian children as: (question #18)

    a. Lack of funding and poor facilities - 29%
    b. No incentives - 24%
    c. Lack of family support and a dysfunctional family environment - 24%
    d. Alcohol and substance abuse - 20%
    e. Lack of parental involvement in their childrens' education - 19%
    f. Lack of special education teachers and counselors - 19%
    g. Low quality of education - 15%
    h. Racial tension/discrimination - 13%
    i. No Indian curriculum/lack of sensitivity to needs of Indian students - 13%

15. Tribal leaders listed the following motivators for education achievement of Indian children on their reserves: (question #19)

    a. Caring, interested and involved parents - 26%
    b. Desire to better one's self and the tribe - 25%
    c. Tutoring and special programs outside the regular curriculum - 22%
    d. Good teachers - 17%
    e. Counseling/workshops - 15%
    f. Tribal leadership and the influence of elders - 14%
    g. Role models of native people - 12%

TRIBAL SURVEY

Recommendations:

1. Even though the majority of Indian students attend state public schools (92%), the federal government has a legal and financial responsibility to support Indian education. Funding for Indian education must be increased, particularly for those federal programs which serve most Indian students: Head Start, Title V (Indian Education Act) and Johnson O'Malley.

2. Dropout prevention programs in the schools Indian students attend must be a high eductional priority. Half of all Indian students do not earn a high school diploma. This rate has remained constant over the past five years. Literacy education and high school equivalency programs (G.E.D.) for Indian dropouts were listed in this survey as the highest educational priority by Indian tribal readers (30%).

3. Colleges and universities need to develop academic support programs prior to and during the freshman year to improve Indian student retention. Too few Indian students go on to two- and four-year colleges. Among those who enter college, the number who graduate is unacceptably low. In our survey, 64% of the tribes indicated that only 10% of the students graduated. The highest attrition rate is in the first year.

4. A high educational priority should be the education of Indian teachers and teacher aides, as well as pre-service and in-service educational programs which prepare teachers to work with Indian students. The majority of Indian students are taught by non-Indian teachers. Moreover, most non-Indian teachers have had little or no training in teaching and relating to Indian students. Minnesota's program for prospective teachers is an excellent model.

5. Special certification programs for native language and history/cultural specialists need to be implemented to bring the teaching of native language and culture into the school. In 70% of the schools which Indian students attend, the native language is not taught. In less than half of the

schools, courses on native culture and history are taught. Without formal instruction in native language and cultural/history Indian assimiliation, the loss of cultural identity will continue. Already seventy-four percent of the tribes responding to the survey report that 25% or less of the tribal members speak the language.

6. Any reform of the educational system which serves Indian students needs to recognize that Indian communities are the most qualified group to identify Indian educational needs and what programs are most necessary to meet tribal educational objectives. Indian tribal leaders place a high priority on education for their people. Eighty-two percent of the respondents placed education as either the highest tribal objective or among the highest tribal objectives. The primary reasons they cite for educational failure are inadequate funding, poor facilities, no incentives to learning, poor home environments, substance abuse and lack of educational support programs.

7. Education is without doubt the key to Indian self-determination and cultural survival. Without knowledgeable tribal members, Indian tribes will continue to be dependent upon others for expertise and advice in the several areas of tribal responsibility. It should be the policy of the federal government to enhance Indian control over educational programs designed to serve Indian people, promoting local tribal control and by strongly encouraging state educational leadership to develop programs which improve the educational advantage of Indians and preserve their cultural identity.

1. **TRIBAL NAME (optional)**

total responding: 185 (82%)
total questionnaires received: 227
total questionnaires distributed: 511

2. **NUMBER OF ENROLLED TRIBAL MEMBERS LIVING ON THE RESERVE:**

total responding: 193 (85%)
total questionnaires: 227

		Number		% of those responding
0 - 100		41		21%
100 - 200		32		17%
200 - 600	median	47	median = 400	24%
600 - 1,000		22		11%
1,000 - 2,000		17		9%
2,000 - 5,000		23		12%
5,000 - 10,000		6		3%
10,000 - 50,000		3		2%
50,000 - 100,000		1		1%
100,000 - 200,000		1	(200,000)	1%
*NOT RESPONDING:		34	(15% of questionnaires)	

3. **NUMBER OF SCHOOL-AGE CHILDREN ON THE RESERVE:**

total responding: 187 (82%)
total questionnaires: 227

		Number		% of those responding
0 - 50		70		37%
50 - 100	median	24		13%
100 - 200		37		20%
200 - 600		29		16%
600 - 1,000		10		5%
1,000 - 2,000		13		7%
2,000 - 5,000		2		1%
5,000 - 10,000		0		0%
10,000 - 25,000		1		1%
25,000 - 50,000		0		0%
50,000 - 75,000		1	(70,000)	1%
*NOT RESPONDING:		40	(18% of questionnaires)	

4. TYPE OF SCHOOL WHICH THE MAJORITY OF INDIAN CHILDREN ATTEND:

total responding: 223 (98%)
total questionnaires: 227

	Number	% of those responding
a. BIA on-reserve school	8	4%
b. State Public School	205	92%
c. BIA off-reserve school	2	1%
d. tribally-run or contracted school	8	4%
*NOT RESPONDING:	4 (2% of questionnaires)	

5. PERCENTAGE OF STUDENTS WHO ENTERED HIGH SCHOOL (GRADE 9) AND WENT ON TO GRADUATE (GRADE 12):

a. Most recent graduating class:

total responding: 171 (75%)
total questionnaires: 227

		Number		% of those responding
0		14		8%
1 - 25		51		30%
(1 - 5)		24		14%
(5 - 10)		11		6%
(10 - 25)		16		9%
26 - 50		16		9%
51 - 75	median	25	median = 54	15%
76 - 100		63		37%
(76 - 90)		17		10%
(90 - 99)		24		14%
(100)		22		13%
*NOT RESPONDING:		56	(25% of questionnaires)	

b. Percentage over the last 5 years if available:

total responding: 141 (62%)
total questionnaires: 227

		Number		% of those responding
0		6		4%
1 - 25		45		32%
(1 - 5)		20		14%
(5 - 10)		11		8%
(10 - 25)		14		10%
26 - 50		17		12%
51 - 75	median	18	median = 60	13%
76 - 100		54		38%
(76 - 90)		14		10%
(90 - 99)		26		18%
(100)		14		10%
*NOT RESPONDING:		86	(38% of questionnaires)	

6a. NUMBER OF INDIAN STUDENTS IN THE MOST RECENT GRADUATING CLASS GOING ON TO TWO AND FOUR YEAR COLLEGES:

total responding: 171 (75%)
total questionnaires: 227

		Number	% of those responding
0		41	24%
1 - 25		125	73%
(1 - 5)	median	82	48%
(5 - 10)		28	16%
(10 - 25)		15	9%
26 - 50		3	2%
50 - 100		0	0%
100 - 200		0	0%
200 - 500		1	1%
500 - 1000		0	0%
1000 - 5000		1	1%
*NOT RESPONDING:		56	(25% of questionnaires)

6b. PERCENTAGE OF GRADUATING SENIORS WHO ENROLLED IN COLLEGES:

total responding: 167 (74%)
total questionnaires: 227

		Number	% of those responding
0		32	19%
1 - 25		72	43%
(1 - 5)	median	43	26%
(5 - 10)		10	6%
(10 - 25)		19	11%
26 - 50		31	19%
51 - 75		15	9%
76 - 100		17	10%
(76 - 90)		4	2%
(90 - 99)		6	4%
(100)		7	4%
*NOT RESPONDING:		60	(26% of questionnaires)

6c. PERCENTAGE OF INDIAN STUDENTS WHO GO TO COLLEGE AND EARN A DEGREE:

total responding: 159 (70%)
total questionnaires: 227

		Number	% of those responding
0		39	25%
1 - 25		85	53%
(1 - 5)	median	48	30%
(5 - 10)		14	9%
(10 - 25)		23	14%
26 - 50		20	13%
51 - 75		10	6%
76 - 100		5	3%
*NOT RESPONDING:		68	(30% of questionnaires)

7. NUMBER OF INDIAN TEACHERS IN THE K-12 SCHOOL WHICH MOST TRIBALLY ENROLLED CHILDREN ATTEND:

(Figures used to determine Indian teachers as a percentage of total teachers at the school.)

total responding: 185 (81%)
total questionnaires: 227

		Number	% of those responding
0	median	89	48%
1 - 25		54	29%
(1 - 5)		22	12%
(5 - 10)		12	6%
(10 - 25)		20	11%
26 - 50		25	14%
51 - 75		3	2%
76 - 100		7	4%
*NOT RESPONDING:		42	(19% of questionnaires)

8a. ARE TRIBAL MEMBERS REPRESENTED ON THE SCHOOL BOARD OR SUPERVISORY BOARD OF THE SCHOOL(S) TRIBAL CHILDREN ATTEND?

total responding: 221 (97%)
total questionnaires: 227

	Number	% of those responding
Yes	121	55%
No	100	45%
*NOT RESPONDING:	6	(3% of questionnaires)

8b. HOW MANY?

total responding: 198 (87%)
total questionnaires: 227

		Number	% of those responding
0		97	49%
1 - 3	median	43	22%
4 - 6		38	19%
7 - 10		16	8%
10 - 20		5	3%
*NOT RESPONDING:		29	(13% of questionnaires)

8c. **IS THIS A MAJORITY OF MEMBERS?**

total responding: 219 (96%)
total questionnaires: 227

	Number	% of those responding
Yes	74	34%
No	145	66%
*NOT RESPONDING:	8	(4% of questionnaires)

9a. **DOES THE TRIBE HAVE A SEPARATE EDUCATION OFFICE STAFFED BY A FULL TIME DIRECTOR/COORDINATOR?**

total responding: 220 (97%)
total questionnaires: 227

	Number	% of those responding
Yes	109	50%
No	111	50%
*NOT RESPONDING:	7	(3% of questionnaires)

9b. **IF YES (TO 9a), DOES EDUCATION OFFICE PROVIDE COLLEGE COUNSELING AND GUIDANCE SERVICES?**

total responding: 106 (97%)
total applicable questionnaires: 227

	Number	% of those responding
Yes	100	94%
No	6	6%
*NOT RESPONDING:	3	(3% of questionnaires)

10. WHICH OF THE FOLLOWING EDUCATIONAL ENRICHMENT PROGRAMS ARE AVAILABLE TO TRIBAL CHILDREN EITHER THROUGH SCHOOL OR THE TRIBE?

total questionnaires: 188

	# times listed	% questionnaires listing
a. Head Start	136	60%
b. Title I	64	28%
c. Title V	151	67%
d. Title VII	40	18%
e. Upward Bound	39	17%
f. Johnson O'Malley	193	85%
g. other:		
migrant ed.	4	2%
GED	2	1%

11. IS THE NATIVE LANGUAGE (S) OF THE TRIBE TAUGHT IN SCHOOLS?

total responding: 223 (98%)
total questionnaires: 227

	Number	% of those responding
Yes	68	30%
No	156	70%
*NOT RESPONDING:	4	(2% of questionnaires)

11a. (IF YES TO 11) BEGINNING AT WHAT GRADE?

total responding: 57 (84%)
total applicable questionnaires: 68

	Number	% of those responding
Pre-K	15	26%
K - 3	38	67%
4 - 6	3	5%
7 - 9	1	2%
10 - 12	0	0%
*NOT RESPONDING:	10	(16% of applicable questionnaires)

11b. (IF YES TO 11) DO ALL CHILDREN PARTICIPATE?

total responding: 57 (84%)
total applicable questionnaires: 68

	Number	% of those responding
Yes	41	72%
No	16	28%
*NOT RESPONDING:	11	(16% of applicable questionnaires)

12a. ARE COURSES IN INDIAN HISTORY AND CULTURE TAUGHT IN THE SCHOOLS?

total responding: 215 (95%)
total questionnaires: 227

	Number	% of those responding
Yes	104	48%
No	111	52%
*NOT RESPONDING:	12	(5% of questionnaires)

12b. (IF YES TO 12a) HOW MANY COURSES?

total responding: 64 (62%)
total applicable questionnaires: 104

		Number	% of those responding
1 - 2	median	45	70%
3 - 5		10	16%
6 - 10		3	5%
10 - 20		6	9%
*NOT RESPONDING:		40	(38% of applicable questionnaires)

12c. (IF YES TO 12a) DO ALL CHILDREN PARTICIPATE?

total responding: 84 (81%)
total applicable questionnaires: 104

	Number	% of those responding
Yes	60	71%
No	24	29%
*NOT RESPONDING:	20	(19% of applicable questionnaires)

13. WHAT PERCENTAGE OF ENROLLED TRIBAL MEMBERS SPEAK THE NATIVE TRIBAL LANGUAGE?

total responding: 187 (82%)
total questionnaires: 227

		Number	% of those responding
0		33	18%
1 - 25		104	56%
(1 - 5)		52	28%
(5 - 10)	median	23	12%
(10 - 25)		29	16%
26 - 50		25	13%
51 - 75		10	5%
76 - 100		22	12%
(76 - 90)		2	1%
(90 - 99)		14	7%
(100)		6	3%
*NOT RESPONDING:		40	(18% of questionnaires)

14. CLOSEST TWO OR FOUR YEAR COLLEGE TO THE RESERVATION?

total responding: 219 (96%)
total questionnaires: 227

	Number	% of those responding
a. 10 miles or less	46	21%
b. 10 - 50 miles median	65	30%
c. 50 - 100 miles	47	21%
d. more than 100 miles	61	28%
*NOT RESPONDING:	8	(4% of questionnaires)

15. DO ANY TWO OR FOUR YEAR COLLEGES OFFER EXTENSION COURSES ON OR NEAR THE RESERVE?

total responding: 210 (93%)
total questionnaires: 227

	Number	% of those responding
Yes	133	63%
No	77	37%
*NOT RESPONDING:	17	(7% of questionnaires)

16. PLEASE INDICATE WHAT ARE THE PRIORITY EDUCATIONAL NEEDS OF THE TRIBE (1 BEING THE HIGHEST PRIORITY AND 7 THE LOWEST PRIORITY). LIST AS MANY PRIORITY RANKINGS AS APPLICABLE.

(These figures are based upon a calculation of the number of questionnaires on which each specific educational need was ranked first through fourth in priority.)

total questionnaires: 227

a. Vocational Education (learning a trade or business):

total responding: 171 (75%)

	Number	% of those responding
First priority	39	23%
Second priority	48	28%
Third priority	30	18%
Fourth priority	23	13%
*NOT RESPONDING:	56	(25% of questionnaires)

b. Health and Mental Health Professionals and Paraprofessionals:

total responding: 63 (72%)

	Number	% of those responding
First priority	9	6%
Second priority	27	17%
Third priority	32	20%
Fourth priority	32	20%
*NOT RESPONDING:	64	(28% of questionnaires)

c. Tribal Educators (teachers, counselors, administrators):

total responding: 159 (70%)

	Number	% of those responding
First priority	33	21%
Second priority	31	19%
Third priority	38	24%
Fourth priority	31	19%
*NOT RESPONDING:	68 (30% of questionnaires)	

d. Literacy and High School Equivalency:

total responding: 163 (72%)

	Number	% of those responding
First priority	49	30%
Second priority	24	15%
Third priority	17	10%
Fourth priority	28	17%
*NOT RESPONDING:	64 (28% of questionnaires)	

e. Skills in Tribal Management, Administration, Operations:

total responding: 156 (69%)

	Number	% of those responding
First priority	27	17%
Second priority	20	13%
Third priority	26	17%
Fourth priority	24	15%
*NOT RESPONDING:	71 (31% of questionnaires)	

f. Language, History and Culture Specialists:

total responding: 160 (70%)

	Number	% of those responding
First priority	11	7%
Second priority	23	14%
Third priority	27	17%
Fourth priority	21	13%
*NOT RESPONDING:	67 (30% of questionnaires)	

17. REGARDING OVERALL TRIBAL PRIORITIES, WHERE WOULD EDUCATION FOR TRIBAL MEMBERS PLACE IN THE RANKING OF TRIBAL OBJECTIVES?

total responding: 207 (91%)
total questionnaires: 227

		Number	% of those responding
a. Highest objective		81	39%
b. Among highest objectives	median	89	43%
c. One of several objectives		23	11%
d. Not a high tribal objective		14	7%
*NOT RESPONDING:		20 (9% of questionnaires)	

18. IDENTIFY PRINCIPAL OBSTACLES TO EDUCATIONAL ACHIEVEMENT OF INDIAN CHILDREN ON YOUR RESERVE:

total questionnaires: 227

*KEY: number of questionnaires listing this obstacle (% ")

a. Lack of funding/poor facilities	66	(29%)
b. Lack of family support/dysfunctional family environment	57	(24%)
c. No incentives/lack of motivation	54	(24%)
d. Alcohol/substance abuse	45	(20%)
e. Lack of parental involvement in childrens' education	43	(19%)
f. Improper education for Indian children/lack of special teachers and counselors	42	(19%)
g. Low quality of education	34	(15%)
h. No Indian curriculum/lack of sensitivity to special needs of Native American students	30	(13%)
i. Racial tension/discrimination:	29	(13%)
j. Low self-image	27	(12%)
k. Low income	23	(12%)
l. Lack of nearby colleges/transportation problems	20	(9%)
m. No role models	20	(9%)
n. Difficulty integrating into a different (cultural) society	19	(8%)
o. Low level of student skills	17	(7%)
p. Lack of community/tribal support	15	(7%)

19. WHAT HAVE BEEN THE PRINCIPLE MOTIVATORS FOR EDUCATIONAL ACHIEVEMENT OF INDIAN CHILDREN ON YOUR RESERVE?

total questionnaires: 227

*KEY: Number of questionnaires citing a motivator (% ")

a. Caring, interested and involved parents	59	(26%)
b. The internal drive to succeed/desire to better self and tribe	57	(25%)
c. Tutoring and special programs outside the regular curriculum	49	(22%)
d. Good teachers	38	(17%)
e. Counseling/workshops	35	(15%)
f. Tribal leadership/elders	32	(14%)
g. Role models of native people	28	(12%)
h. Sporting activities	25	(11%)
i. Support from friends and community	24	(11%)
j. Political support/special government-funded programs	21	(9%)
k. Computer assisted instruction/better, more up-to-date educational materials and programs	19	(8%)
l. Recognition and awards	18	(8%)